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BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

Introduction to Child Psychology. By CHARLES H. WADDLE. Boston: Houghton Mifflin Co., 1918. Pp. 317.

For normal schools. The author summarizes current discussions and supplies abundant references.

Psychology of Childhood. By NAOMI NORSWORTHY and MARY THEODORA WHITLEY. New York: Macmillan, 1918. Pp. 375. \$1.50.

Comprehensive and modern, although the authors appear to accept as valid the writings of Hall and others of the older school now partly discredited.

Human Nature and Its Remaking. By WILLIAM ERNEST HOCKING. New Haven, Conn.: Yale University Press, 1918. Pp. 434. \$3.00.

A philosophical interpretation of the process of growth seen in the individual personality. Intended as an answer to the advocates of "moral realism."

The Curriculum. By FRANKLIN BOBBITT. Boston: Houghton Mifflin Co., 1918. Pp. 289. \$1.50.

An attempt to direct attention to the content of education instead of to method. The author anticipates greatly enlarged responsibilities for the schools.

Democracy in Education. By JOSEPH KINMONT HART. New York: Century Co., 1918. Pp. 418.

"A social interpretation of the history of education," being a very readable account of the evolution of educational ideals. No attempt is made to present biography or the history of institutions.

The Textbook: How to Use and Judge It. By ALFRED LAWRENCE HALL-QUEST. New York: Macmillan, 1918. Pp. 265.

A textbook on textbooks. The bibliography includes references to almost all the surprisingly scanty literature on the subject. Valuable especially in courses in supervision.

Century Handbook of Writing. By GARLAND GREEVER and EASLEY JONES. New York: The Century Co., 1918. Pp. 228.

A college handbook dealing with the sentence. The rules and exercises are arranged on a decimal plan by means of which the student may be easily referred to the portion of the book he needs to study.

The School as a Social Institution. By CHARLES L. ROBBINS. Boston: Allyn & Bacon, 1918. Pp. 470.

A textbook for the study of education from the social point of view. Comprehensive and well organized.

Liberty, Peace, and Justice—Series of Addresses. Boston: Houghton Mifflin Co., 1918. Pp. 128. \$0.32.

A well-chosen collection of patriotic addresses, most of them inspired by the World-War.

Home Life around the World. By GEORGE A. MIRICK. With illustrations by BURTON HOLMES. Boston: Houghton Mifflin Co., 1918. Pp. 163. \$0.64.

An interesting geographical reader for the fourth grade. Study helps of the traditional sort.

The Third Book of Stories for the Story-Teller. By FANNY E. COE. Boston: Houghton Mifflin Co., 1918. Pp. 174. \$1.00.

Folk-tales, modern fairy tales, and stories of real life to tell to third-graders. Relatively unhackneyed.

The Out-Door Book: A Nature Reader for the Second School Year. By ZOE MEYER. Illustrated by CLARA E. ATWOOD. Boston: Little, Brown & Co., 1918. Pp. 123. \$0.45.

Information given in narratives of typical individual birds, beasts, and plants. Some personification for spice.

Great Inventors and Their Inventions. By FRANK P. BACHMAN. New York: American Book Co., 1918. Pp. 272.

Good, especially for the accounts of telephone, aëroplanes, wireless, and submarine. The human side is well emphasized.

Out-of-Door Books: A List of Specially Readable Books for Young People in High School or College. Compiled by MARION HORTON. Boston: The Bookshop for Boys and Girls, 1918. Paper covers.

The list is classified and annotated.

Young People Will Rule the World!

The young people of today will be the statesmen and leaders of tomorrow. How shall they be educated for the great task of reconstruction? What *must* be the spirit of education if a new world-order is to be achieved and maintained?

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has written a new novel—the story of two young people—in which he answers these questions. No more inspiring story could have been written for teachers in these days of change and hope.

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